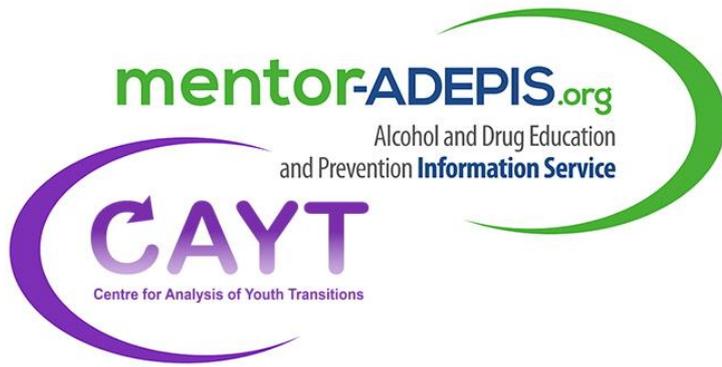


Incredible Years® Teacher Classroom Management (TCM) Training Programme

Programme Review
Mentor UK



Overall Programme Performance

(Maximum Score 4)



Excellent Evidence of Research and Impact

**Evidence
(Maximum Score 7)**



Excellent Standard of Evidence

**Outcomes and Impact
(Maximum Score 4):**



Very High Impact in all intended outcomes in terms of reach and significance

PROGRAMME SNAPSHOT

Aim: To strengthen teachers' classroom management strategies and promote children's prosocial behaviour and school readiness (reading skills).

Age: Teachers of children aged 3-8

Gender: Both

Geography: Rural and Urban

Setting: Classroom Based

Current Programme Status: Active

Translation: The programme has been translated into multiple languages, including Norwegian, Danish, Portuguese and Finnish.

Cost: Yes: \$1425

There are ongoing costs for guides at \$27.95 per copy and costs exclude any group leader training sessions, follow-up consultation and certification costs. Further information on costs is available on the Incredible Years® Website.

Training required: Yes

Related Programmes:

- Incredible Years® Dina Dinosaur Social Skills & Problem-Solving Curriculum
- Incredible Years® Parent Training Programme
- Incredible Beginnings® Programme

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Date of Review: 07.12.17

PROGRAMME PROFILE

Incredible Years® Teacher Classroom Management Training

- **Programme Summary**

This programme is for group leaders who plan to work with teachers of children aged three to eight. The focus is on strengthening teachers' classroom management strategies, promoting children's prosocial behavior and school readiness, and reducing children's classroom aggression and noncooperation with peers and teachers. The programme also helps teachers work with parents to support their school involvement and promote consistency between home and school. In summary, the Teacher Classroom Management Programme aims to provide teachers with the skills to effectively manage their classroom and promote children's social, emotional and academic competence. Alongside an excellent evidence base, we have concluded that the Incredible Years® Teacher Classroom Management Training demonstrates very high impact in all intended outcomes in terms of reach and significance. Overall, we have found the programme performance extremely impressive and have awarded it with the highest possible CAYT standard - **Excellent**.

- **Programme Description**

Programme Goals

1. To strengthen teachers' classroom management strategies.
2. To promote children's prosocial behaviour, emotional literacy, problem solving and school readiness, as well as reducing classroom aggression and non-cooperation with peers and teachers.
3. To help teachers work with parents to support their school involvement and promote consistency in child management approaches between home and school.

Overview

The Incredible Years® Teacher Classroom Management Training is an age-specific parent programme targeting teachers of children aged three to eight years old. Teacher programmes are delivered to groups of 12-15 teachers and are facilitated by two trained co-leaders. The programme is effective with teachers who are experienced in the classroom as well as teachers who are beginning their teaching careers. Six full day workshop sessions, spaced three to four weeks apart, are delivered throughout the school year. Between workshops teachers are given practical assignments, allowing them to apply the strategies they learn on the course in the classroom and to continue work on behaviour plans for children with challenging behaviours. Ideally, group leaders provide coaching and consultation to teachers between training workshops.

A new programme (Incredible Beginnings®), targeting preschool children (aged one to four) uses the same theory, methods and process as this programme, however, is still to be evaluated.

Theoretical Background

The programme is based on cognitive social learning theory and particularly Patterson's coercion hypothesis of negative reinforcement (developing and maintaining deviant behaviour); Bandura's notions of modelling and self-efficacy; Piaget's developmental interactive, cognitive learning methods; brain development research; attachment relationship theories; and cognitive strategies for challenging angry, negative and depressive self-talk and increasing parenting self-esteem and confidence.

Programme Topics

The Teacher Training Classroom Management Training is comprised of six workshops with the following content:

Workshop One A: Building positive relationships with students

Workshop One B: Preventing behaviour problems – The proactive teacher

Workshop Two: The importance of teacher attention, coaching and praise

Workshop Three: Motivating children through incentives

Workshops Four & Five: Decreasing inappropriate behaviour

Workshop 6: Emotional regulation, social skills and problem-solving

Therapy Process

The programme is based on the following principles:

- Video modelling
- Observational and experiential learning
- Rehearsal and practice with peers
- Individual goal setting for each parent and child
- Self-management
- Self-reflection
- Cognitive self-control

The collaborative group process assumes a self-learning model involving self-monitoring and setting long- and short-term goals. It also explicitly assumes a collaborative relationship between group leaders and teachers and promotes the development of a teacher support network to reduce stress.

Training for group leaders/facilitators to run the programme:

Generally, group leaders are assumed to be professionals with a master's or higher degree, or diplomas in subjects such as psychology, psychiatry, social work, nursing, teaching or counselling. Group leaders attend a three-day workshop in groups of up to 25 people and it is recommended that they have follow-up consultation and support during the delivery of the programme and between the six workshop sessions until their work becomes accredited.

Detailed information about implementing the Incredible Years® Teacher Classroom Management training, including group leader training opportunities, can be found on the programme's website: <http://www.incredibleyears.com>

- Evidence

Evidence Rating (Maximum Score 7)



Excellent Standard of Evidence

Four articles, evidencing significant evaluation of the programme, were submitted for consideration. One of the articles was a research article using a *treatment* population, two were primary research articles using a *prevention* population and the fourth, a manuscript in press, considered outcomes from a group randomised control trial. The programme has been evaluated thoroughly for its effectiveness and the submitted research outputs graded for quality. The articles submitted show the research and the evaluations of the programme to be accurate, exemplary and of an excellent standard.

Evidence base (Studies Reviewed)

These sources were used in the development of the programme profile:

Study 1.

Webster-Stratton, C., Reid, M.J., and Hammond, M. 2004. *Treating Children with Early-Onset Conduct Problems: Intervention Outcomes for Parent, Child, and Teacher Training*. Journal of Clinical Child and Adolescent Psychology.

Study 2.

Webster-Stratton, C., Reid, M. J., University of WA, and Stoolmiller, M. 2008. *Preventing Conduct Problems and Improving School Readiness: Evaluation of The Incredible Years Teacher and Child Training Programs in High-Risk Schools*. Journal of Child Psychology and Psychiatry. 49 (5), 471-488.

Study 3.

Webster-Stratton, C., M.J. Reid, and M. Hammond, Preventing conduct problems, promoting social competence: A parent and teacher training partnership in Head Start. Journal of Clinical Child Psychology, 2001. 30(3): p. 283-302.

Study 4.

Reinke, W.M., K. Herman, and N. Dong, The Incredible Years Teacher Classroom Management Program: Outcomes from a Group Randomized Trial. School Psychology 2016.

- **Impact**

Outcomes and Impact Rating (Maximum Score 4):



Very High Impact in all intended outcomes in terms of reach and significance

Expected Outcomes

Different outcomes were expected for children already displaying challenging behaviour (treatment) and for at-risk children who are not yet displaying it at a significantly high level (prevention).

Treatment:

- Increase in teacher use of praise and encouragement and reduced use of criticism and harsh discipline.
- Increase in children's positive affect and cooperation with teachers, positive interactions with peers, school readiness and engagement with school activities.
- Reduction in peer aggression in the classroom.

Prevention:

- Increase in children's emotional language, social skills, and appropriate cognitive problem-solving strategies with peers.
- Reduction in conduct problems at home and school.
- Reduction in hyperactivity and inattention.

- **Evaluation Methodology**

Study 1.

Families of 159 children, aged four to eight, with Oppositional Defiant Disorder, were randomly assigned to one of six conditions: a) a parent training group, b) a child training group, c) a combined parent and teacher training group, d) a child and teacher training group, e) a combined parent, child and teacher training group or f) a wait-list control group. Reports and independent observations were collected at home and at school.

Study 2.

This randomised trial evaluated the Incredible Years® social, emotional, and problem-solving curriculum (Dinosaur School) and the Incredible Years Teacher Classroom Management curriculum as a selective prevention programme for socioeconomically disadvantaged children enrolled in Head Start¹, kindergarten, or first grade classrooms

¹ Head Start is a programme offered by the United States Department of Health and Human Services that provides comprehensive early childhood education, health, nutrition, and parent involvement services to low-income children and their families

in schools selected because of high rates of poverty. Trained teachers offered the Dinosaur School curriculum to all their students in bi-weekly lessons throughout the year. They sent home weekly dinosaur homework to encourage parents' involvement. Part of the curriculum involved promotion of lesson objectives through the teachers' continual use of positive classroom management skills focused on building social competence and emotional self-regulation skills as well as decreasing conduct problems. Matched pairs of schools were randomly assigned to intervention or control conditions. Children and teachers were observed in the classrooms by blinded observers at the beginning and the end of the school year. Results from multi-level models on a total of 153 teachers and 1768 students were reported.

Study 3.

This study evaluated the effectiveness of parent and teacher training as a selective prevention programme for 272 Head Start mothers and their 4-year-old children, as well as 61 Head Start teachers. 14 Head Start centres (34 classrooms) were randomly assigned to a) an experimental condition in which parents, teachers, and family service workers participated in the prevention program (Incredible Years) or b) a control condition consisting of participants following the regular Head Start programme.

Study 4.

This group randomised controlled trial evaluated the efficacy of Incredible Years® Teacher Classroom Management Programme on students' social, behavioural and academic outcomes among a large, diverse sample of students within an urban context. Participants included 105 teachers and 1817 students in kindergarten to third grade.

- **Findings**

Study 1.

This study reports that six weeks into the Incredible Years® Parent Programme there were significantly fewer problems in the conduct of mothers, teachers and peers compared to the control. The authors report that children's negative behaviour with fathers was lower in all three training conditions than in the control group. All Parent training conditions resulted in less negative and more positive parenting for mothers and less negative parenting for fathers than in the control group. In addition, researchers also found that, when the programme is added to either the Incredible Years® Teacher Classroom Management Programme or the Incredible Years® Children's curriculum, there were improved treatment outcomes in terms of teacher behaviour management in the classroom and in reports of behavioural problems in children.

Study 2.

In this study teachers were observed using more positive classroom management strategies and their students showed more social competence and emotional self-regulation. They also displayed fewer conduct problems than control teachers and students. Intervention teachers reported more involvement with parents than control teachers. The authors conclude that their findings provide support for the efficacy of the of the universal prevention programme for enhancing school protective factors and reducing child and classroom risk factors faced by socioeconomically disadvantaged children.

Study 3.

Following the 12-session weekly programme, intervention mothers had significantly lower negative parenting scores and significantly higher positive parenting scores than control mothers. Parent-teacher bonding was significantly higher for intervention than for control mothers. Intervention children showed significantly fewer conduct problems at school than control children. Children of mothers who attended six or more intervention sessions showed significantly fewer conduct problems at home than control children. Children who were the “highest risk” at baseline (showing high rates of noncompliant and aggressive behaviour) showed more clinically significant reductions in these behaviours than high-risk control children. After training, intervention teachers showed significantly better classroom management skills than control teachers. One year later, the intervention’s effects were maintained for parents who attended more than six groups. The clinically significant reductions in behaviour problems for the highest risk intervention children were also maintained.

Study 4.

Findings from this study indicate that the Incredible Years® Teacher Classroom Management Training improved students’ emotional regulation ($d = -0.14$), prosocial behaviour ($d = 0.13$), and social competence ($d = 0.13$). In addition, students initially scored lower on measures of social and academic competence and demonstrated significant improvements in comparison to similar peers in control classrooms.

ADDITIONAL REFERENCES

In addition to the material submitted and programme background information stored in the Incredible Years® online research library, the following sources, including independent replication studies, were used in the development of this programme profile:

Raver, C.C., et al., Improving preschool classroom processes: Preliminary findings from a randomized trial implemented in Head Start settings. *Early Childhood Research Quarterly*, 2008. 23: p. 10-26.

Carlson, J.S., et al., The influence of group training in the Incredible Years teacher classroom management program on preschool teachers' classroom management strategies. *Journal of Applied School Psychology*, 2011. 27(2): p. 134-154.

Fergusson, D., L.J. Horwood, and L. Stanley, A preliminary evaluation of the Incredible Years Teacher Programme. *New Zealand Journal of Psychology* 2013. 42(2): p. 51-56.

Hutchings, J., et al. A randomized controlled trial of the impact of a teacher classroom management program on the classroom behaviour of children with and without behaviour problems. *Journal of School Psychology*, 2013.

Baker-Henningham, H., et al., A pilot study of the Incredible Years Teacher Training programme and a curriculum unit on social and emotional skills in community pre-schools in Jamaica. *Child: Care Health and Development*, 2009.

Reinke, W.M., et al., The Incredible Years Teacher Training: Using Coaching to Support Generalization to Real World Settings, *Psychology in Schools*, 2012. 49(2): p. 416-428.

Reinke, W.M., et al., Use of Coaching and Behaviour Support Planning for Students with Disruptive Behaviour Within a Universal Classroom Management Program. *Journal of Emotional and Behavioural Disorders* 2014. 22(2): p. 74-82.

Hutchings, J., et al., Early results from developing and researching the Webster-Stratton Incredible Years Teacher Classroom Management Training Programme in North West Wales. *Journal of Children's Services*, 2007. 2(3): p. 15-26.